Glossary

for the

Academic Excellence Indicator System

2011-12 Report

Accountability Rating: There are no state accountability ratings for the 2011-12 school year. A new accountability system, based on the new State of Texas Assessments of Academic Readiness (STAAR) tests and other indicators will be used to rate campuses and districts in 2013. For more information, see the 2013 Accountability website at:

http://ritter.tea.state.tx.us/perfreport/account/2013/index.html

Adopted Tax Rate (calendar year 2011) *(District Profile only)***:** This is the locally adopted tax rate set for the 2011 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per $100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2012. The state value shown for the adopted tax rates is the simple average of all the district rates. *(Source: Texas Comptroller of Public Accounts, July 2012)*

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Awarding credit for college course is described in Texas Administrative Code (TAC) §74.25 which states, in part:

> (b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2010-11}}{\text{number of students in grades 9-12 who completed at least one course in 2010-11}}$$

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2009-10). For a list of advanced courses, see *Appendix C. (Source: PEIMS, June 2011, June 2010)*

Advanced Placement Examinations: See *AP/IB Results.*

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (codes 101-199, 266 and 420), Special Revenue Funds (codes 200/300/400), Debt Service Funds (code 599), and Capital Projects Funds (codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (code 701). Within the general fund, code 420—Foundation School Program and Other State Aid—is used by charter operators only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted.* Accordingly, the information is from the prior year (2010-11). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2012)*

Annual Dropout Rate: For the 2011-12 AEIS Reports, the annual dropout rate methodology for campuses and districts has changed. Per Texas Education (TEC) Code Chapter 39, the following are now excluded from campus and district dropout calculations:

1) students who are not eligible for state funding;
2) students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED;
3) students who have been incarcerated as adults;
4) students coded as refugees or asylees who have not received adequate schooling outside of the United States;
5) any students who were previously reported as dropouts to TEA; and
6) students in county detention facilities outside of their home district.

Two annual dropout rate indicators are shown:

(1) *Annual Dropout Rate (Gr 7-8).* This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2010-11 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2010-11 school year}}$$

(2) *Annual Dropout Rate (Gr 9-12).* This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2010-11 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2010-11 school year}}$$

Both annual rates appear on campus, district, region, and state-level AEIS reports. However, the state and region annual dropout rates that are reported on district and campus AEIS reports are calculated without exclusions.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more

complete description of dropout rates and the change in exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

See also *Dropout* and *Leaver Record. (Source: PEIMS, Oct. 2010, Oct. 2011 and June 2011)*

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Many colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

(1) *Tested.* This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education } 11^{th} \text{ and } 12^{th} \text{ grade students}}$$

The denominator of equation (1) does not include 11^{th} and 12^{th} grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

(2) *Examinees >= Criterion.* The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ graders with at least one AP or IB score at or above criterion}}{\text{number of } 11^{th} \text{ and } 12^{th} \text{ graders with at least one AP or IB examination}}$$

(3) *Scores >= Criterion.* This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP \& IB examination scores}}$$

For a more information, see *Criterion Score. (Sources: The College Board, Aug. 2011, Jan. 2011; The International Baccalaureate Organization, Aug. 2011, Aug. 2010; and PEIMS, Oct. 2011, Oct. 2010)*

ARD: This refers to the Admission, Review, and Dismissal (ARD) committee that determines the individualized education program (IEP) for every student served in special education. See also *Special Education.*

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081). At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

1) was not advanced from one grade level to the next for one or more school years;
2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5) is pregnant or is a parent;
6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
8) is currently on parole, probation, deferred prosecution, or other conditional release;
9) was previously reported through the PEIMS to have dropped out of school;
10) is a student of limited English proficiency (LEP), as defined by §TEC 29.052;
11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For 2011-12, the campus-level performance of students who are at-risk of dropping out of school has been added to the AEIS data download site, for all indicators. *(Sources: PEIMS, Oct. 2011; Texas Education Code, 81st Texas Legislature)*

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2010-11}}{\text{total number of days students were in membership in 2010-11}}$$

Attendance rates are shown for 2010-11 and 2009-10. *(Source: PEIMS, June 2011, June 2010)*

Auxiliary Staff *(District Profile only)***:** This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. *(Source: PEIMS, Oct. 2011)*

Average Actual Salaries *(regular duties only)***:** For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers*. This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration*. This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration*. This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support*. This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source: PEIMS, Oct. 2011)*

Average Teacher Salary by Years of Experience *(regular duties only)***:** Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source: PEIMS, Oct. 2011)*

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. *(Source: PEIMS, Oct. 2011)*

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.,* the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report *(District Performance only)***:** Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and English as a Second Language (ESL) instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or ESL program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

For 2011-12, the only indicators shown are: Texas Assessment of Knowledge and Skills (TAKS) Met 2012 Standard (Sum of Grades 10 and 11) and Progress of Prior Year TAKS Failers. Four columns shown in *Section III* are repeated from *Section I:* State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Only 2012 TAKS performance is shown.

For more information on *Section III*, see the sample in *Appendix G.* See also *TAKS* and *Progress of Prior Year TAKS Failers.* For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2011-12;
- the percent of Hispanic students enrolled for 2011-12;
- the percent of White students enrolled for 2011-12;

- the percent of economically disadvantaged students enrolled for 2011-12;
- the percent of LEP students enrolled for 2011-12; and
- the percent of mobile students as determined from 2010-11 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% LEP, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of LEP students. The following steps illustrate the group identification process:

Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;

Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;

Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;

Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;

Step 6: 10 of the remaining 60 schools that are most distant from 11.2% LEP students are eliminated; and

Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- The following schools do not have a comparison group:
  - Disciplinary alternative education programs (DAEP) and juvenile justice alternative education programs (JJAEP);

- Campuses with a high grade of 3 or less, or only grade 12;
- Campuses rated under the Alternative Education Accountability system in 2011;
- Campuses that only test students served by special education;
- Paired campuses;
- Campuses with fewer than nine students;
- Campuses that did not test students on the TAKS in 2011;
- Campuses that only tested grade 3 TAKS in 2011; and
- Campuses that were rated in 2011 using Special Analysis for small number tested.

- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Appendix D* for a sample *Campus Comparison Group* report with explanations.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9_ _ is used primarily for regular districts, 8_ _ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1_ _ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4^{th} grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
2) subjects in the areas of English language arts (ELA), mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
3) classes where the number of students served is reported to be zero are not included;
4) service codes with the "SR" prefix are not included;
5) teacher roles coded as “teacher” and/or “substitute teacher” are included;
6) only class settings coded as "regular class" are included in the calculation;
7) missing partial FTE counts are not included;
8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results.*

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

For 2011-12, the indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a “3” or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

(1) *Eng Lang Arts.* This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2011) with ELA results to evaluate}}$$

(2) *Mathematics.* This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2011) with mathematics results to evaluate}}$$

(3) *Both Subjects.* This shows the percent of graduates who scored at or above the criterion score on *both* the ELA and mathematics tests for TAKS, SAT, or ACT.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2011) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated). Neither TAKS-Modified nor TAKS-Alternate performance is included in this indicator.

(Sources: TEA Student Assessment Division, The College Board, Aug. 2011, Aug. 2012, ACT, Inc. Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010)

Community Services (2010-11) *(District Profile only)***:** Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Comparable Improvement *(Campus-level only)***:** There are no Comparable Improvement reports for 2011-12. This measure is based on comparing two years of results on the state-mandated examination to determine the growth of student performance. In the future, a new progress measure will be developed for the STAAR tests.

Completion Rate: These longitudinal rates show the percentage of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out. Three rates are shown:

(1) *4-Year Completion Rate (Gr 9-12).* The students in this cohort first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. The rate includes graduates as well as students who continued their education in the 2011-12 school year. Four student outcomes are shown:

- *Graduated.* Based on the 2007-08 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Received GED.* Based on the 2007-08 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Continued High School.* Based on the 2007-08 cohort, this shows the percentage still enrolled as students in the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Dropped Out.* Based on the 2007-08 cohort, this shows the percentage who dropped out and did not return by the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

These four outcomes sum to 100% (some totals may not equal exactly 100% due to rounding).

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Also—new for 2011-12—this rate is shown with exclusions that are newly mandated in statute. See *Annual Dropout Rate* for a list of the exclusions.

(2) *4-Year Graduation Rate without Exclusions (Gr 9-12).* This cohort consists of students who first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort **}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that students excluded from the *4-Year Completion Rate (Gr 9-12)* are not excluded from this rate.

(3) *5-Year Extended Graduation Rate without Exclusions (Gr 9-12).* This cohort consists of students who first attended ninth grade in 2006-07. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2006-07 cohort***}}$$

***The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that the newly mandated exclusions are not applied to this rate.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion or graduation rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2007-08 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2007-08, but takes 5 years to graduate (*i.e.,* in May 2012) is still part of the class of 2011 cohort; they are not switched to the class of 2012 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2011.

Other important information:

- State and region-level completion and graduation rates do not exclude any students. For this reason those columns show "N/A" for *4-Year Completion Rate (Gr 9-12)* on district and campus-level AEIS reports. The state and region-level AEIS reports show this data without exclusions.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates was expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2007-08) and year 5 (2011-12); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements do not show a rate on this indicator in 2012.
- Completion rates for districts serving Texas Juvenile Justice Department (TJJD), Texas Juvenile Probation Commission (TJPC), or Texas Youth Commission (TYC) facilities do not include students from the facilities unless the students have been attributed to

regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11. (Sources: PEIMS, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, June 2005, June 2004, June 2003, June 2002, and General Educational Development Information File)*

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates.*

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results.*

Data Quality *(District Profile only)***:** The AEIS reports show the percent of errors a district made in two key data submissions: 1) the Person Identification Database (PID) Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

(1) *PID Error Rate.* The PID system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 *(October 2011).*

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2011)}}{\text{number of student records in PEIMS submission 1 (fall 2011)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to

the district by the end of the school-start window (for 2011-12 the end of the school-start window was September 30, 2011). For students who attended in 2010-11, there were 17 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2010-11 school year}}$$

Distinguished Achievement Program: See *RHSP/DAP Graduates.*

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates from 2009-10 and earlier, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2010-11, including three which indicate the student is a dropout (codes 88, 89, and 98).

Note that for 2011-12, some students are excluded from the dropout rate. For more information, see *Annual Dropout Rate. (Source: PEIMS, Oct. 2011)*

Dropout Rate: See *Annual Dropout Rate.*

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students. (Source: PEIMS, Oct. 2011, Oct. 2010; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role ID of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2011)*

English Language Learners Progress Indicator: This indicator is not available for the 2011-12 AEIS reports.

Enrollment: See *Total Students.*

Equity Transfers (2010-11) *(District Profile only)***:** The amount "excluded from revenues" is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount "excluded from expenditures" is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Ethnic Distribution: Students and staff are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—Completion Rate and TAKS Exit-level—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year.

(Source: PEIMS, Oct. 2011, Oct. 2010; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information *(District Profile only)***:** The amount of undesignated, unreserved fund balance that existed at the end of the 2010-11 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2011-12) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. *(Source: Financial Audit Report, Jan. 2012)*

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from All Funds. General fund reporting includes codes 101-199, 266 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Gold Performance Acknowledgment: There are no *Gold Performance Acknowledgments* for 2012.

Graduates (Class of 2011): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2010-11 school year, as reported by districts in the fall of 2011. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2011 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Completion Rate,* and *RHSP/DAP Graduates. (Source: PEIMS, Oct. 2011)*

Graduation Rate: See *Completion Rate.*

Instructional Expenditure Ratio (2010-11): This measure, required by TEC §44.0071, indicates the percentage of the district's total actual expenditures for the 2010-11 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92,and 95 and object codes 6112 through 6499}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. *(Source: PEIMS, March 2012)*

Instructional Staff Percent: This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2011-12 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details about this measure. *(Source: PEIMS, Oct. 2011)*

International Baccalaureate (IB): See *AP/IB Results.*

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality.* See also the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

(Source: PEIMS, Oct. 2011)

Limited English Proficient (LEP): These are students identified as LEP by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered LEP are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix G.* See also *Campus Group. (Source: PEIMS, Oct. 2011)*

Mobility *(Campus Profile only)***:** A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2010-11}}{\text{number of students who were in membership at any time during the 2010-11 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. For 2011-12, district-level mobility has been added to the AEIS data download of district data. See also *Campus Group. (Source: PEIMS, June 2011)*

n/a: This indicates that data are not available or are not applicable.

Non-Educationally Disadvantaged: This is a new item for the 2011-12 AEIS reports. It is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. *(Source: PEIMS, Oct. 2011)*

Paired Schools: For 2011-12, schools were paired for purposes of determining the Adequate Yearly Progress (AYP) status, as required by the federal Elementary and Secondary Education Act (ESEA). Schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), were paired with schools with which they have a "feeder" relationship to determine AYP status. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for AYP purposes. This means that the test performance of Navarro Elementary was also used for assigning an AYP status to Travis Primary. See pages 62-64 of the 2012 AYP Guide, at http://ritter.tea.state.tx.us/ayp/2012/index.html for more information on the AYP pairing process. Note that some schools that did not receive an AYP status (*e.g.* 12th grade centers) were also paired.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix F*.

Performance of Mobile Students *(State Performance only)***:** This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at http://ritter.tea.state.tx.us/perfreport/aeis/2012/state.html. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested.

This indicator is not available at the region, district, or campus level. *(Source: TEA Student Assessment Division)*

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is

shown as a percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2011)*

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the English language arts (ELA) portion or the mathematics portion of the TAKS in the prior year. Note that for the 2011-12 AEIS reports, only performance for grades 10 and 11 is available.

Percent of Failers Passing TAKS (Sum of Grades 10 and 11). Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2012, the reported values for ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2011 but passed in 2012}}{\text{number of matched students who failed in 2011}}$$

For 2012, students included in this measure are those who:

- took the spring 2012 TAKS ELA and/or mathematics tests in grades 10-11;
- are part of the 2012 Accountability Subset (see *TAKS*);
- can be matched to the spring 2011 TAKS administration—anywhere in the state—to find their prior year score for ELA and/or mathematics;
- failed the 2011 TAKS administration of ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates.*

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2011-12 in the same grade as their grade in the last reported six-week period of the prior year (2010-11). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade + total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2010-11,* available from TEA. *(Source: PEIMS, Oct. 2011, June 2011)*

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for } \textit{Recommended High School Program} \text{ or } \textit{Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with codes 15, 19, 22, 25 or 28; DAP graduates are students with codes 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

See also *Graduates. (Source: PEIMS, Oct. 2011, Oct. 2010)*

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

(1) *Tested.* This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates.*)

(2) *At/Above Criterion.* This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion on either or both examinations}}{\text{number of examinees}}$$

(3) *Average Score.* This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

See also *Criterion Score. (Sources: The College Board, Aug. 2011, Jan. 2011; ACT, Inc. (ACT) Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010)*

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary, middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12.

Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the "2012 School Types Chart" at:

http://ritter.tea.state.tx.us/perfreport/account/2012/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report *(district only):* See *Bilingual Education/English as a Second Language Report.*

Special Education: This refers to the population served by programs for students with disabilities. Assessment and other decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties.

For 2011-12, students in grades 10 and 11 may have taken the regular TAKS, TAKS (Accommodated), or TAKS-M. Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See also *TAKS Special Education Assessments. (Source: PEIMS, Oct. 2011, Oct. 2010, and TEA Student Assessment Division)*

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status.*

STAAR (State of Texas Assessments of Academic Readiness): No STAAR results are shown on the 2011-12 AEIS reports, since performance standards were not finalized for the grades 3–8 STAAR assessments prior to the publication of the 2012 AEIS reports. Results of the spring and summer 2012 STAAR EOC assessments at the state, region, district, and campus levels can be accessed online at http://www.texasassessment.com.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed

to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source: PEIMS, Oct. 2011)*

Standardized Local Tax Base (comptroller valuation) *(District Profile only)***:** The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2011. This is not the property value used for school funding calculations.

- *Value (after exemptions).* This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.

- *Value per Pupil.* This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2011. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.

- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2011.
  - Business –
    - real property: commercial and industrial;
    - real and tangible personal property: utilities; and
    - personal property: commercial and industrial.
  - Residential – real property: single-family, residential; multifamily, residential; and inventory.
  - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
  - Oil and Gas – real property: oil, gas, and other minerals.
  - Other – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2012)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. *(Source: PEIMS, Oct. 2011)*

Student Success Initiative (SSI): For the 2011-12 school year the student success initiative was suspended. No performance information is available to report.

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2011)*

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2010-11 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program (DAEP) or juvenile justice alternative education program (JJAEP). It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2011-12, the following 19 codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source: PEIMS, June 2011)*

TAKS (Texas Assessment of Knowledge and Skills): The TAKS, a comprehensive testing program for public school students, was administered to students in grades 3–11 from 2003 to 2011. For 2012, only students in grades 10 and 11 were administered the TAKS.

A new set of tests, the State of Texas Assessments of Academic Readiness (STAAR) were administered in 2012 to students in grades 3-9. Due to the transition and the time needed to set standards on the STAAR, no STAAR results are available on the 2011-12 AEIS reports.

The following TAKS performance is shown:

- *By Grade for grades 10 and 11.* For the following subjects: English language arts (ELA), mathematics, science, and social studies.
- *Sum of Grades 10 and 11.* Three indicators are shown which sum TAKS results (by subject) across grades.
  - *TAKS Met 2012 Standard (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-Modified (TAKS-M).
  - *TAKS Commended Performance (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-M.
  - *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11).* This measure shows the percent of those students who met the TAKS passing standard on the TAKS-M assessment.

Other Information:

- *Prior Year.* No prior year (2011) performance is shown for the TAKS.
- *TAKS-Alternate.* TAKS-Alt was not administered in 2012.

- *Sum of all grades tested.* This refers to the grades tested at the particular school. For example, the percent passing ELA in a high school with a grade span of 9-12 is calculated as follows:

$$\frac{\text{number of students who passed the ELA test in grades 10 \& 11}}{\text{number of students who took the ELA test in grades 10 \& 11}}$$

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

- *Masking for Very High and Very Low Performance.* Since 2004, very stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as ">99%." In cases where performance is at or near 0%, the value is shown as "<1%." It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the "Explanation of AEIS Masking Rules" at:

  http://ritter.tea.state.tx.us/perfreport/aeis/2012/masking.html

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the "October subset" or the *Accountability Subset.* For the district, a student who moved into the district after October 28, 2011 would not have his performance included with any district or campus. At the campus level, a student who changed to a different campus within the same district after October 28, 2011 would not have his performance included at that or any other school, though it would be included at the district level.

- *All Tests Taken.* This measure is shown on the AEIS reports, both "by grade" and "summed across grades." The value shows the percent of students who passed every test they took. For example, a group of 100 students tested in ELA, social studies, science and mathematics at the 10th grade might have the following results: 90 students passed ELA, 70 students passed social studies, 75 students passed science, and 80 students passed mathematics. However, only 60 of those students passed ALL assessments. For this reason, while the percent passing ELA would be 90%, social studies 70%, science 75% and mathematics 80%, the percent passing *All Tests Taken* would be 60%, not an average of 90%, 70%, 75%, and 80%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix E. (Source: TEA Student Assessment Division)*

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): The TAKS-Alt assessment was not administered in 2012.

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. For 2011-12, this indicator includes performance on TAKS (Accommodated) and TAKS-M tests.

TAKS Exit-level Cumulative Pass Rate *(District Performance only)***:** The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2011, and eventually passed all TAKS tests taken (in the same district) by spring 2012. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt tests is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2012:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2011.
- All special education students who took any TAKS or TAKS (Accommodated) test.
- All above students, whether or not they were in the *Accountability Subset* in spring 2011.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate:*

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2011 are not included, even if they took the TAKS and graduated with the class of 2012.
- Performance is disaggregated according to the new definitions for race and ethnicity. For this reason, "N/A" is shown for those racial categories that did not exist within the former definitions for 2011.

(Source: TEA Student Assessment Division)

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2011-12 AEIS

reports by subject, summed across grades in *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [}\textit{subject}\text{] test in grades 10 and 11}}{\text{number of students who took the TAKS-M [}\textit{subject}\text{] test in grades 10 and 11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. *(Source: TEA Student Assessment Division)*

TAKS Participation: This section of the AEIS reports is not available for 2011-12.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based, on his/her individual needs. For 2011-12, assessments available for students receiving special education services were: TAKS, TAKS (Accommodated), and for students who could not be appropriately assessed with TAKS and/or TAKS (Accommodated), TAKS–M was available. Note that TAKS-Alt was not administered in 2012.

For more information on alternative assessments, see the Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/.

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. *(Source: PEIMS, Oct. 2011)*

Teachers by Highest Degree Held *(District Profile only)***:** This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. *(Source: PEIMS, Oct. 2011)*

Teachers by Program *(population served)***:** Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source: PEIMS, Oct. 2011)*

Teachers by Years of Experience *(District Profile only)***:** This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source: PEIMS, Oct. 2011)*

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts (ELA), as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and ELA with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (ELA and mathematics) for 2012 and 2011. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2012) and prior year (2011).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

(Source: Division of Student Assessment)

Total Expenditures by Object (2010-11) *(District Profile only)***:** Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2010-11 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Operating Expenditures by Function (2010-11): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2010-11 students in membership. Per student operating expenditures are

shown for total operating expenditures and for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures, note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).

- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Operating Expenditures by Program (2010-11): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2010-11 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as "99" meaning "undistributed." These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).

- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).

- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).

- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' abilities and/or learning needs (23).

- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).

- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).

- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).

- *High School Allotment* – This accounts for the $275 per high school student allotment that assists districts in:
  - preparing underachieving students to enter institutions of higher education;
  - encouraging students to pursue advanced academic opportunities;
  - providing opportunities for students to take academically rigorous courses;
  - aligning secondary and postsecondary curriculum and expectations;
  - supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).

- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See *Appendix B* for details. *(Source: PEIMS, March 2012)*

Total Revenues by Source (2010-11) *(District Profile only)***:** Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2010-11 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).

- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).

- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2010. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).

- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as

career and technical education, programs for educationally disadvantaged children *(Education Consolidation and Improvement Act, and Elementary and Secondary Education Act),* food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted.* Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2011)*

Total Students: This is the total number of public school students who were reported in membership on October 28, 2011, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source: PEIMS, Oct. 2011)*

TSI: See *Texas Success Initiative.*

Turnover Rate for Teachers *(District Profile only)***:** This percent shows the total FTE count of teachers from the fall of 2010-11 who were subsequently not employed in the district in the fall of 2011-12, divided by the total teacher FTE count for the fall of 2010-11. Social security numbers for teachers employed in the district in the fall of 2010-11 were checked to verify their employment status in the same district in the fall of 2011-12. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. *(Source: PEIMS, Oct. 2011, Oct. 2010)*

Value by Category: See *Standardized Local Tax Base.*

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of AEIS indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board	721-1800
ACT	ACT Regional Office	320-1850
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	General Inquiries	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Limited English Proficient Students		
Testing Issues	Student Assessment	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	463-9581
No Child Left Behind Act	NCLB Program Coordination	463-9414
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	463-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Governance	School Governance	463-9623
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center	989-5300
TELPAS	Student Assessment	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6101

Information on the Internet: http://www.tea.state.tx.us/perfreport/

PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent
012.....Instructional Officer
020.....Principal
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant
065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items
(In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) †††	Program(s)
ACTUAL EXPENDITURE INFORMATION				
BY FUNCTION				
COMMUNITY SERVICES	General and All	61	6100–6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	All
Instruction**	General and All	11,95	6100–6400	All
Instructional–Related Services**	General and All	12,13	6100–6400	All
Instructional Leadership**	General and All	21	6100–6400	All
School Leadership**	General and All	23	6100–6400	All
Support Services – Student**	General and All	31,32,33	6100–6400	All
Student Transportation	General and All	34	6100–6400	All
Food Services	General and All	35	6100–6400	All
Cocurricular Activities	General and All	36	6100–6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100–6400	All
Plant Maintenance & Operations	General and All	51	6100–6400	All
Security and Monitoring Services	General and All	52	6100–6400	All
Data Processing Services	General and All	53	6100–6400	All
Other Campus Costs***	General and All	35,36,51–53	6100–6400	All
BY OBJECT				
TOTAL EXPENDITURES	General and All	All§	All 6000s	All
Payroll Costs	General and All	All§	6100	All
Other Operating Costs	General and All	All§	6200–6400	All
Debt Service	General and All	All§	6500	All
Capital Outlay	General and All	All§	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	Sum of Detail Below
Regular Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	11
Special Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	23
Accelerated Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	24, 30
Career & Technical Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	22
Bilingual/ESL Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	25
Gifted & Talented Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	21
Athletics/Related Activities	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	91
High School Allotment	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100-6400	31
Other	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	26, 28, 29

Coninued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS††	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at http://www.tea.state.tx.us/index4.aspx?id=1222) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses
2011-12 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1st time)
03102501	Independent Study in Mathematics (2nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3490400	Chinese IV
I3110400	Arabic IV
I3110500	Arabic V
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

- All courses shown were for the 2010-11 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3000100	Theory of Knowledge
I3305100	World Religions SL
I3366100	World Religions B

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2011-12 Campus Comparison Group

Target Campus Name: Sample Middle
Target Campus #: 999999999
District Name: Sample ISD
Campus Type: Middle School

T e x a s E d u c a t
2011-12 Campus Co

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Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZX	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	> SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	ESZ CXNZUE		5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	AUZHSOIX		10.4	20.5	58.0	21	7.5
020901046	FEOUVOXW J	LVON ISD		4.2	15.0	44.4	50	
	ZUEVOS MID	ELHAUN CA				54.9	37	
	ENEHUEC MI	NEHUEC ISD	54.0			26.6	51	
	CLEUK JR HIGH	PUONCXZAN ISD	54.5			29.4	61	
057904103	WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0	24.2	9.8	3.8
057916044	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1			10.3
062901041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9			2.5
079910041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5			3.4
081905041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4			4.6
083903041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
088902041	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
	HOGHLENIS J H	GAASX CUXXK CISD	53.8	22.0	15.4	42.4	34.2	2.7
	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
	MEYIX CUXXK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46	
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1	52	
158902041	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43	
165901045	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33	
170902073	CUYEU ONZXUMXIOEZX	CANUAX ISD	52.6	15.7	17.5	31.3	50	
188901041	EUSZON MIDDLE	EMEUOLLA ISD	55.2	7.3	18.9	31.2	59	
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32	
220905061	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41	
220912041	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38	
220912042	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12	
220920105	ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	58	
246907041	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	7.4
246913042	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

*** Order of columns will vary on lists for other campuses ***

Percent of students identified as African American

Percent of students identified as Mobile

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as Economically Disadvantaged

Target Campus (identified by >)

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

Campus ID Numbers: This listing is in Campus ID number order.

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

For 2011-12, there are no Comparable Improvement Reports

TAKS Raw Scores for Spring 2012 Tests

Spring 2012 TAKS English Language Arts Performance Standards[1]

		Standard	Total Points Possible	Number Correct	Percent Correct
English Language Arts	**Grade 10**	Met Standard	73	44	60%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	43	59%
		Commended Performance		63	86%

Spring 2012 TAKS Mathematics Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics	**Grade 10**	Met Standard	56	32	57%
		Commended Performance		50	89%
	Grade 11	Met Standard	60	30	50%
		Commended Performance		52	87%

Spring 2012 TAKS Social Studies Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Social Studies	**Grade 10**	Met Standard	50	25	50%
		Commended Performance		43	86%
	Grade 11	Met Standard	55	23	42%
		Commended Performance		47	85%

Spring 2012 TAKS Science Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science	**Grade 10**	Met Standard	55	33	60%
		Commended Performance		49	89%
	Grade 11	Met Standard	55	28	51%
		Commended Performance		48	87%

[1] An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

The numbers and percents shown on this table are based on the first administration of the spring 2012 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The "as of date" for the statuses reported in the 2011-12 AEIS report is October 2012.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stages 1 and 2 Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement and systemic correction of areas of noncompliance identified by the review.
- *Pending Improvement Plan Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the improvement plan, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan. TEA will monitor implementation of the improvement plan.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending Improvement Plan Submission*. TEA has completed an on-site review of the LEA program. The LEA is developing an improvement plan that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 or Stage 4 Intervention was not adequate; (b) the improvement plan of an LEA was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) the implementation of the improvement plan was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure*. The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

Bilingual Education/English as a Second Language Report

These indicators —disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit *(code 3)*: Transitional bilingual/late exit.

BE-Dual Two-way *(code 4)*: Dual language immersion/two-way.

BE-Dual One-way *(code 5)*: Dual language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

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Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: Sample ISD — 2011-12 District Performance Report

District #: 555555 — For Current Year LEP Students

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts	2012	92%	93%	89%	*	*	*	*	*	45%	43%	45%	72%	45%	47%
Mathematics	2012	82%	84%	81%	*	*	*	*	*	50%	41%	51%	59%	50%	51%
Science	2012	84%	86%	81%	*	*	*	*	*	45%	39%	45%	56%	45%	45%
Soc Studies	2012	96%	96%	95%	*	*	*	*	*	76%	72%	76%	83%	76%	77%
All Tests	2012	75%	77%	71%	*	*	*	*	*	22%	21%	23%	38%	22%	23%
Progress of Prior Year TAKS Failers														
Percent of Failers Pass									and 11)					
Eng Lang Arts	2012				*	*	*	*	*	41%	46%	41%	50%		
Mathematics	2012				*	*	*	*	*	34%	15%	35%	41%		

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

BE-Trans. Early Exit *(code 2)*:Transitional bilingual/early exit.

ESL Content *(code 2)*: ESL/content based.

ESL Pull-out *(code 3)*: ESL/pull-out.

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

For the 2011-12 AEIS reports, only two indicators are available for this section.

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2011-12 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.